

NCLB Definitions

ACADEMIC CONTENT STANDARDS – Challenging standards that specify what children are expected to know and be able to do; contain coherent and rigorous content; and encourage the teaching of advanced skills in the areas of math, reading, language arts, and science.

ADEQUATE YEARLY PROGRESS – (yet to be defined by the State) – Shall be defined by the state in a manner that applies the same high standards of academic achievement to all public school students; is statistically valid and reliable; results in continuous and substantial academic improvement for all students; measures the progress of public schools, districts, and the state based primarily on the academic assessments; includes separate measurable annual objectives for continuous and substantial academic improvement for each subgroup.

CORE ACADEMIC SUBJECTS – English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

DROPOUT RATE – (yet to be completely understood by the State) – a school shall use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' Common Core of Data.

HIGH NEED LEA – a local education agency that is among the LEAs in a state with the highest numbers or percentages of children from families with incomes below the poverty line; and operates one or more schools identified under school improvement; or has a substantial need for assistance in acquiring and using technology.

HIGHLY QUALIFIED TEACHERS

All teachers must:

1. be fully licensed; or
2. have passed state teacher licensing exam, and
3. not had licensure requirements waived on an emergency, temporary, or provisional basis.

Elementary teachers new to the profession must:

1. hold a bachelor's degree; and
2. have demonstrated subject knowledge and teaching skills in reading, writing, math, and other Utah core areas by passing a rigorous state test.

Secondary teachers new to the profession must:

1. hold a bachelor's degree; and
2. have demonstrated a high level of competency in each of the academic subjects in which the teachers teaches by pass Utah core areas by passing a rigorous state test; or
3. completing an academic major, graduate degree, coursework equivalent to an undergraduate academic major, or received an endorsement in each subject area.

All teachers not new to the professions must:

1. hold a bachelor's degree; and
2. have demonstrated a high level of competency in each of the academic subjects in which the teachers teaches by a complex evaluation system that is highly objective and uniform throughout the state.

HIGHLY QUALIFIED PARAPROFESSIONALS – a paraprofessional who has not less than two years of experience in the classroom; and postsecondary education or demonstrated competency in a field or academic subject for which there is a significant shortage of qualified teachers.

HIGH-POVERTY SCHOOLS – schools in the bottom quartile of poverty in the state. There is, however, allowance for this to be defined differently under different titles.

PARAPROFESSIONALS DUTIES – A paraprofessional may be assigned to:

1. provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
2. assist with classroom management, such as organizing instructional and other materials;
3. provide assistance in a computer laboratory;
4. conduct parental involvement activities;
5. provide support in a library or media center;
6. act as a translator; or
7. provide instructional services to students.

A paraprofessional may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher. A paraprofessional may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

PARAPROFESSIONALS QUALIFICATIONS (EXISTING) – All paraprofessionals hired before the date of enactment shall, not later than 4 years after the date of enactment satisfy the requirements for new paraprofessionals.

PARAPROFESSIONALS QUALIFICATIONS (GENERAL) – All paraprofessionals, regardless of the hire date, shall have earned a secondary school diploma.

PARAPROFESSIONALS QUALIFICATIONS (NEW) – All paraprofessional hired after the date of enactment AND working in a program supported with NCLB funds shall have:

1. completed at least two years of study at an institution of higher education (48 semester hours);
2. obtained an associate's (or higher) degree; or
3. met a rigorous standards of quality and can demonstrate, through a formal State or local academic assessment –
 - a. knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
 - b. knowledge of, and the ability to assist in instruction, reading readiness, writing readiness, and mathematics readiness, as appropriate.

PERFORMANCE GOALS – reflect the basic purposes of the ESEA and the programs included in the consolidated application. Established by USDOE.

PERFORMANCE INDICATORS – established for each performance goal and used to measure progress in meeting the ESEA performance goals. Established by USDOE.

PERFORMANCE TARGETS – define the progress a state expects to make at specified points in time with respect to each indicator. Established by the state.

Each State must adopt this set of six performance goals and corresponding performance indicators. However, a State may include additional performance goals and indicators in its application if it desires to do so.

PERSISTENTLY DANGEROUS SCHOOLS – yet to be defined by the State.

PROFESSIONAL DEVELOPMENT:

Activities that —

- . Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- . Are an integral part of broad schoolwide and districtwide educational improvement plans;
- . Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- . Improve classroom management skills;
- . Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and are not 1-day or short-term workshops or conferences;
- . Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- . Advance teacher understanding of effective instructional strategies that are based on scientifically based research and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- . Are aligned with and directly related to State academic content standards, student academic achievement standards, and assessments; and the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B)
- . Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- . Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- . To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- . As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- . Provide instruction in methods of teaching children with special needs;
- . Include instruction in the use of data and assessments to inform and instruct classroom practice; and
- . Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

May include activities that —

- . Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- . Create programs to enable paraprofessionals to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- . Provide follow-up training to teachers ... to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

PROFICIENT – yet to be defined by the State.

SCIENTIFICALLY BASED RESEARCH:

Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that —

- . Employs systematic, empirical methods that draw on observation or experiment;
- . Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- . Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- . Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- . Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- . Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Questions to ponder:

- . Can you name a researcher associated with the practices, approaches, and specifically the standards you incorporate or are considering?
- . Can you cite research studies that form the bases of the approach?
- . Do the studies cited result in findings that are observable or measurable across various situations?
- . Do the studies rely on systematic approaches that involve experiments or observation?
- . Would the research community accept the research?
- . Has the research been published in scholarly, peer-reviewed journals?

STUDENT ACADEMIC STANDARDS – Challenging standards aligned with the academic standards; describe two levels of high achievement that determine how well children are mastering the material in the state academic content standards; and describe a third level of achievement (basic) to provide a complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.

SUBGROUPS – economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency.